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ABSTRACT

A study was conducted to identify and evaluate the kinds of student recruitment procedures currently used by community colleges in Kansas and Oklahoma. After a literature search, an 18-item questionnaire was used to collect data on four recruitment techniques; i.e., on-site high school pre-registration; campus tours; early bird on-campus pre-registration; and recruitment by correspondence. Admissions officers at 38 two-year colleges in Oklahoma and Kansas were surveyed by mail regarding the use and effectiveness of these practices. Study findings, based on an 87% response rate, indicated that the most popular of the four techniques was campus tours, followed by early bird on-campus, pre-registration; high school pre-registration; and mail recruitment. Data from colleges where enrollment increased between 1993 and 1994 indicated that schools with increased enrollment: (1) frequently allowed students to enroll during an initial recruitment session; (2) involved faculty and students in conducting campus tours; (3) usually held "early bird" on-campus pre-registration sessions on weekday evenings; (4) sent follow-up correspondence to students who toured their campuses or listed their institutions on Pell applications, and (5) purchased lists of student names and test scores--67% of those who practiced this technique were successful in recruiting students from the lists. The survey instrument is included. (Author/KP)

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ED 379 017

RECRUITMENT OF TRADITIONAL STUDENTS BY TWO-YEAR COLLEGES

A Thesis Submitted to the Graduate School
in Partial Fulfillment of the Requirements
for the Degree of
Master of Science

By:

Lois Marie Holmes

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RECRUITMENT OF TRADITIONAL STUDENTS BY TWO-YEAR COLLEGES

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RECRUITMENT OF TRADITIONAL STUDENTS BY TWO-YEAR COLLEGES

An Abstract of the Thesis by:
Lois Marie Holmes

Two-year colleges were originally founded to provide educational opportunities for everyone regardless of race, religion, academic ability or economic background. The community colleges have developed programs for a diverse population. At its inception the two-year college offered curriculum which fulfilled lower division requirements for the baccalaureate degree. The typical student was under the age of twenty.

Yet, America's rapid technological advances created a need for technical workers and the community college developed vocational-technical programs to fulfill this need. As a result of the vocational-technical opportunities, many older students entered the colleges. The community college of today has an inter-generational focus with older students composing the majority.

Non-traditional students often attend college on a part-time basis and frequently attend for only a short period. Community colleges need to develop and implement marketing plans which will focus on the recruitment of traditional students in order to keep transfer rates up and to maintain their place in higher education.

Accordingly, this study developed a questionnaire regarding recruitment practices for traditional students and disseminated it to all of the two-year colleges in Kansas and Oklahoma. The questionnaire gathered data related to four recruitment techniques: on-site high school pre-registration, campus tours, "early bird" on-campus pre-registration, and recruitment by correspondence. There were eighteen questions in all. Four for each of the aforementioned categories and two final ones which asked if enrollment of traditional students had increased or decreased between 1993-1994.

The data was divided into three groups according to the reported enrollment status of traditional students: remained same, enrollment down, and enrollment up. An in-depth study was done of the groups with increased and decreased enrollment figures.

It was discovered that the increased enrollment group did all of the following: 1) frequently allowed students to enroll during an initial recruitment session, 2) had faculty and students conduct campus tours, 3) usually held "early bird" on-campus pre-registration sessions on week-day evenings, 4) sent follow-up correspondence to students who toured their campuses or listed their institutions on Pell applications, and 5) purchased listings of student names and test scores - sixty seven percent of those who practiced this technique were successful in recruiting students from the lists.

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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Academically and athletically talented high school students have traditionally enrolled in four-year universities more frequently than two-year colleges. This has made it difficult for two-year institutions to attract academically superior traditional students (5). The democratic philosophy of the community college has meant that it often drew poorly prepared and part-time students (2). If community colleges do not want to become strictly vocational or remedial institutions, they must recruit more traditional students.

In the 1960s the baby boomers flooded the enrollment figures at all higher education institutions. However, today's dwindling birth rates coupled with the dropout rates for academically underprepared students have presented two-year institutions with a new enrollment challenge (7).

The reduction of course requirements in liberal art classes and the concentration on vocational programs have lessened the community college's chance of recruiting the academically excellent traditional students.

Serious students frequently selected a university over a community college because of the superior academic reputation of the four-year institution (5). The majority of the two-year colleges recruitment focus during the 70s and early 80s was on vocational rather than liberal arts programs (2). However, two-year institutions' recruitment efforts should have focused more on the collegiate curriculum and transfer rates to attract and retain better prepared students.

Minority students, who frequently began their education at a community college, were often guided into vocational programs regardless of their academic ability (3). "The community colleges serve all sorts of individuals as well as society as a whole . . . . They defend an American culture, articulate it, filter people into it" (3, 3). However, not enough superior students matriculate through community colleges. Therefore, local two-year colleges are not serving everyone.

Statement of the Problem

This study was conducted to identify and evaluate the kinds of enrollment procedures that are currently being practiced in select Kansas and Oklahoma Community Colleges.

Research Questions That Were Addressed

1. What effect does on-site high school pre-registration have on enrollment of traditional students at Community Colleges in Kansas and Oklahoma.
2. What effect do campus tours have in relation to traditional student enrollment at Community Colleges in Kansas and Oklahoma.
3. What effect does "early bird" on-campus pre-registration sessions have upon traditional student enrollment at Community Colleges in Kansas and Oklahoma.
4. What effect does purchased listings and correspondence have upon traditional student enrollment in Kansas and Oklahoma Community Colleges.

Assumptions

The assumptions are that enrollment of traditional students in two-year colleges will increase if the institutions take the following four actions: high school pre-registration sessions, campus tours, "early-bird" on campus pre-registration sessions, and mass mailouts.

Limitations

Some respondents did not answer all the questions. Also, it was unclear as to whether or not the practices listed on the questionnaire were used before 1993.

Delimitations

Thirty-eight two-year institutions in Oklahoma and Kansas were contacted to participate in this study.

Need for the Study

The traditional, transfer student has been the nucleus around which the student body of a two-year college was formed. During the 70s, the liberal arts curriculum and the type of student attending community colleges underwent radical changes (2).

Today, the pendulum is swinging back and the liberal arts courses taught at two-year institutions are once again paralleling those of the universities (3). Traditional, transfer students take these courses and recruitment needs to focus on this type of student.

The Definition of Terms

Collegiate courses: courses taken at a community college that will fulfill lower division requirements for the baccalaureate degree.

Decreased enrollment group: institutions who reported their enrollment of traditional decreased from 1993 to 1994.

Early-bird sessions: pre-registration sessions conducted on campus for high students and their parents.

Even enrollment group: institutions who reported their enrollments of traditional students to have remained the same for years 1993 and 1994.

General education courses: courses taken as part of the requirements for an associate degree that are not vocational in nature such as English, biology, algebra etc.

Increased enrollment group: institutions who reported their enrollment of traditional students increased between 1993 to 1994.

Liberal arts curriculum: see collegiate courses.

Non-traditional students: students who enroll in college later in life - over age 20.

Purchased listings: lists containing students names and tests scores that can be obtained from national organizations such as ACT.

Traditional students: students who are enrolling in college either directly from high school or before age 20.

Transfer curriculum: see collegiate courses.

Abbreviations

ACT: American College Testing.

FTE: Full-time enrolled (12 or more hours per semester).

GPA: Grade point average.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The "Review of the Literature" section will examine the historical roots, social forces, students served, curriculum offered, and the recruitment techniques of the two-year college.

Historical Roots

Today's community college evolved from the junior colleges of the early 1900s. Junior colleges were originally founded to extend the high school curriculum to include a thirteenth and fourteenth year. Many educational leaders, such as Henry Barnard, John W. Burgess, William Rainey Harper, and Alex Lange, believed this additional two years of study would better prepare students to be successful in a university setting (2).

Furthermore, it was believed that the lower division coursework was detrimental to the research goals of four-year colleges. University leaders such as Henry Tappan, W. W. Folwell, and William Rainey Harper wanted to emulate the German postsecondary system. The Germans reserved the university for specialized study in specific disciplines and left the general education of the lower division coursework to be taught in the high schools (16).

Public high schools were not supported by tax money until the late 1880s. The Kalamazoo decision of 1872 paved the way for tax money to be used for high schools thereby providing financing for grades thirteen and fourteen (16). The first public two-year school was founded in Joliet, Illinois, at the urging of William Rainey Harper. This school taught lower-division curriculum and fed students into the University of Chicago (16).

Two-year schools continued to be known as junior colleges until the 1940s, and they taught strictly collegiate courses (2). Major events occurred during the 1940s that were critical to the development of community colleges. These events were the GI Bill, the findings of President Truman's Commission on higher education, and legislation passed in New York and California (16).

New York was first to pass laws for the establishment of a state-wide system and was the first state to designate these institutions as community colleges. Two California educators, Alexis F. Lange and David Starr Jordan, were instrumental in getting important state legislation passed in their state. This legislation enabled high schools to assume responsibility for grades thirteen and fourteen; thus, legalizing the extension of high school (16). Both of these legislative acts paved the way for the comprehensive community colleges of today.

During the 1950s and the 1960s private colleges and university extension centers were called junior colleges; the term community college was used when referring to "comprehensive, publicly supported institutions" (2,4). After 1970 community colleges expanded and began teaching classes at extension sites. The schools became more spread out and offered more services. The purpose was to attract older students because the population peaked in 1979 and had decreased by 20 percent by 1986 (2). As the majority of the population became older, community colleges developed classes for older students that were career and socially oriented (2).

Community colleges were locally controlled until the mid 1980s; after this they consolidated and became state funded and state controlled systems. Today's community college is a community centered institution that offers a comprehensive curriculum adaptable to individual and community differences and to the changing needs of society as a whole (2).

Social Forces

Two-year colleges were also initially founded in response to driving social forces. Our democratic society could only be maintained if educational opportunities were available to everyone. "...the community college is the best instrument for realizing the dream of universal postsecondary education" (16, 3). Increased birthrates, industrial advances, world wars, extended periods of adolescence, and the drive for social equality made the creation of two-year colleges necessary (15).

Students

"Community/junior colleges serve students of every academic background" (5, 13). However, student data has consistently shown community college students as having lower academic abilities than their university counterparts (5). According to Dale Parnell, fifty-five percent of all students who began college in the early 1980s started at a two-year college (17). Yet, the community college does not appear to be drawing large numbers of the academically superior students. ". . . many students are unsure of their own academic interests and the proper choice for academic, social, and financial reasons" (15, 33).

Peer pressure has contributed to a student's selection of the university when the community college would have been a better choice for cultural and financial reasons (16).

Edmund Gleazer noted that a large number of students, particularly in Washington and North Carolina, was transferring back from universities to community colleges (9). The reason for this exodus was that the university seemed too large and impersonal (9).

Students have historically selected universities or four-year colleges because of their academic reputation and have selected community colleges because of geographical location and cost of tuition (5). American College Testing (ACT) data from 1991 listed the freshmen dropout rate for four-years schools as 31.9% while two-year schools had a rate of 48.7% (12). The community colleges attract students from the middle or lower-socioeconomic levels. Therefore, Financial reasons could have contributed to the higher dropout rates.

In 1973 Gleazer reported, "In the beginning we did not get the cream of the crop. Now we are beginning to get some of the best" (9, 11). However, the ACT dropout rates indicate that community college students were either not as serious about education as students at four-year schools, or they were not given appropriate counseling regarding curriculum, financial aid, and personal matters.

Recruiters from community colleges often concentrated on career preparatory coursework when visiting high schools. This practice could have been partially responsible for the decline in program completion and transfer rates.

Menacker and others have reported that the average GPA of four-year freshmen exceeded that of two-year freshmen (15). Cross noted that the ACE data indicated two-year freshmen were less likely to have held high leadership roles during high school when compared to their university counterparts (5). Monroe discovered a strong correlation between academic ability and participation in school activities where leadership skills could be developed (16).

Older students make up a large segment of the community college's enrollment. However, as more older students enrolled, the number of credit hours they took each semester decreased. Furthermore, a large percentage of these part-time students only attended one year. In the 1970s, half of the students were enrolled full-time; that number dropped to one third by the mid 1980s (2).

Vocational students have increasingly transferred to universitites. This meant that vocational students needed a good foundation in general education. Attenuated course requirements were "accentuated in community colleges, which have always drawn their students from the less prepared segments. . ."(1,9). Better prepared students and improved course requirements go together.

Josephine Grove's 1992 research noted that the declining number of high school graduates made it critical to recruit better prepared students to maintain transfer rates. She also suggested that the fourth highest reason for student dropout at the postsecondary level was academic underpreparedness (12). Cohen noted that this problem existed in all postsecondary institutions but was worse in two-year institutions because of the type of students served (2).

Curriculum

All two-year postsecondary institutions began by offering lower-division academics that were referred to as "liberal arts" or "collegiate" courses. Yet, America's rapid technological advances created a need for technical workers and the community colleges developed vocational programs to fulfill this need (16). However, community colleges did not want to be perceived strictly as vocational institutions. Accordingly, the vocational programs incorporated general education classes for an Associate of Science degree program. These programs concentrated on a particular vocational area but also required students to take general education courses.

"The associate-degree program is reaffirmed as central to the mission of the community, technical, and junior college" (17, p.101).

Each institution was responsible for ensuring that academic excellence was maintained for all associate programs. Over 89% of respondents surveyed by Parnell in the early 80s believed an associate degree would be helpful when transferring to a four-year institution (17). General education or collegiate courses are included in every major that culminates in the associate degree. Therefore, educational standards in these courses must be maintained.

Tech-prep and other four-year technical degree plans have been implemented throughout the country. These programs begin in the eleventh grade and end with the college sophomore year (3). The general education courses taken for this degree have an applied rather than liberal arts focus. Cohen predicted that America would see a rise in enrollments in these majors in the 90s (3).

Although associate programs have become increasingly more important to the community college curriculum, the liberal arts majors must also be maintained.

> The overriding issue is whether the community colleges should maintain their position in higher education. If they should not, no deliberate steps are necessary. A continuation of the recent deterioration of the transfer courses will suffice (1, 309)

As late as 1987 fifty percent of the average enrollment was taking liberal arts classes. This curriculum is important both to the colleges and to the students.

The transfer curriculum was the first program of study offered by the community college. It has contributed to the continued growth of two-year institutions (3). Cohen wrote in 1987 predicting that the liberal arts curriculum and the transfer rates would be strengthened. This would occur because of literacy programs and because colleges would switch their focus from economic to academic concerns (3).

Recruitment

The 1970s saw community colleges make mass recruitment efforts; however, this effort attracted many part-time students who were not serious about education (2). Recruitment efforts made in the 80s and 90s have had a different focus.

Frances Turcott's 1990 marketing plan called for a change in the image of the community college as a second class school. She wanted more emphasis placed on the quality of the transfer program (20). Honors programs have been developed on many campuses in an attempt to attract better prepared students (19). Bright students have had a positive impact upon classrooms and have inspired their classmates to achieve to higher levels. In an attempt to attract better prepared students, Canada's Capilano Community College rewarded academic excellence by giving incoming high school students pre-registration preference according to GPA averages (8).

Wise recruiters have targeted parents as well as students to receive information about their institutions. Parents have been repeatedly named as the most influential person affecting students' college selections (7). Lee Fawcett and others have written about the influence parents have in regard to college selection. Recognizing the importance of parents, Maryland's Cantonsville Community College began offering workshops for parents of seniors to teach them how to make good college selections as part of a new recruitment program (20).

Oregon's Clackamas Community College's 1986 marketing survey recommended further research be done as to ways to inform and involve parents in their recruitment efforts (7). Virginia's New River Community College mailed letters to parents of all graduating seniors in their target area to inform them about the educational opportunities they could offer (18).

While parents are very influential in the selection process, recruiters are not. In 1975 Menacker reported that students rated the college recruiter as the least influential person affecting college selection (15). Fawcett's 1986 survey also showed college recruiters as having little influence on college selection. Therefore, recruiters need to use a variety of tools to give students information about college.

Some tools frequently used for recruitment have been campus tours, printed media, pre-registration sessions on college campuses and in the high schools, as well as improved public relations between community college and high school personnel.

Campus tours and college publications were identified as the best sources of information for recruitment on a 1985 survey (7). Tours where students receive personalized attention from faculty, administrators, and peer counselors have been one of the most popular recruitment tools (1, 7, 11, 12, 18, 19, & 25). At Southside Virginia Community College staff, faculty, and students were involved in campus tours.

College sponsored "Career Days" have been noted as excellent tools to give high school students information about jobs and about the host college. In addition to career fairs, Southside Virginia Community College implemented other events which attracted high school students to their campus. These events included: 1) Spend a day at Southside, where students attended classes, visited dorms, and ate with college mentors; 2) Battle of the Brains, quiz bowl type contests; and 3) math contests.

An increasing amount of attention has been focused on correspondence as a tool for recruitment. Many colleges purchase lists of student names and test scores from national testing companies such as ACT (10, & 19).

Menacker reported that the University of Michigan contacts all National Merit semi-finalists by mail and "earnestly woos them" (15, 101). Other schools are developing address databases for students who have contacted their institutions. These students are sent a series of follow-up letters (10, 12, & 18). Cantonsville Community College's 1990-1991 marketing plan included a mail campaign for prospective students in grades 9-12 (20). Katherine Rankin's Princeton dissertation mentioned that Bucks County Community College purchased a listing of all seniors in the county and used correspondence as a recruiting tool (19).

On site high school pre-registration sessions appear to have been effective in increasing community college enrollments. Capilano Community College sent advisors to all secondary schools in the target area and helped students enroll (8). New River Community College developed a recruiting team which made monthly visits to target high schools to disseminate information and enroll students (18).

On campus pre-registration for incoming high school students allowed schools like Capilano to assure freshmen of course selection earlier than university competitors. Students with high GPAs were allowed to register before lower achievers (8). Menaker stressed the importance of all higher education institutions recruitment of scholarly students - Capilano's registration cycle was an incentive to academically superior students (15).

Whenever good relationships have existed between community colleges and their target high schools, enrollment of traditional students has gone up. New River Community College noticed an improvement in high school relationships after they developed teams of admissions representatives, college counselors, and faculty members for high school visitations.

Virginia's Tidewater Community College's marketing committee stressed the importance of improving relationships with high school counselors. Facwett recognized that the high school counselor had more influence than anyone except parents upon student college selection (7). Therefore, community colleges have increased their efforts to advertise their services to high school counselors. Accordingly, another Virginia school, Germanna, developed contact teams for each high school in their area. They did this to make high school counselors, teachers, and students aware of the educational opportunities at their institution (18).

All five of the aforementioned practices have helped community colleges increase their traditional student enrollment. These practices were: campus tours, correspondence, high school pre-registration, campus pre-registration, and good public relations between community colleges and their target high schools. These efforts are helping community colleges recruit academically superior students.

CHAPTER III

PROCEDURES

Descriptive research techniques were used to answer the questions raised in Chapter I. A questionnaire and a cover letter were developed and disseminated The population was not randomly selected. All two-year institutions in Kansas and Oklahoma were mailed a copy of the questionnaire used to gather data.

Sampling Procedure

A questionnaire containing eighteen queries was used to collect data to evaluate the most successful traditional student recruitment practices used by Kansas and Oklahoma two-year institutions. Sixteen questions relating to the four subproblems were developed. Each subproblem had four related questions regarding 1) on site high school pre-registration sessions, 2) campus tours, 3) "early bird" on campus preregistration, and 4) recruitment techniques. The final two questions solicited information as to whether enrollments had increased or decreased because of the use of the aforementioned recruiting practices.

Method of Gathering Data

Admissions officers at all of the two-year institutions in Oklahoma and Kansas were surveyed. A cover letter explaining the intent of the survey and the benefits the results could provide, as well as a self-addressed, stamped return envelope accompanied the survey.

Admissions officers were promised confidentiality and a report of the findings. The questionnaires were disseminated by mail. Of the 38 institutions surveyed, 33 returned the questionnaire for a 87 percent return rate.

Treatment of Data

The survey instrument was developed to elicit information regarding increasing enrollment of traditional students through the usage of four primary recruitment techniques. The data were calculated and depicted in tables and figures for easy review.

CHAPTER IV

FINDINGS

The responses to the questionnaire were tabulated and Figure I is used to show the results. "Yes" responses are grouped together and all questions "don't know" or unanswered responses were tabulated with the "no's." The most commonly used techniques were being studied; unsure answers were not of interest.

Questions 1 - 4 relate to the use of on site high school pre-registration sessions, questions 5 - 8, relate to the use of campus tours, questions 9 - 12 relate to the use of "early bird" on campus pre-registration, and questions 13 - 16 relate to the use of correspondence with perspective students.

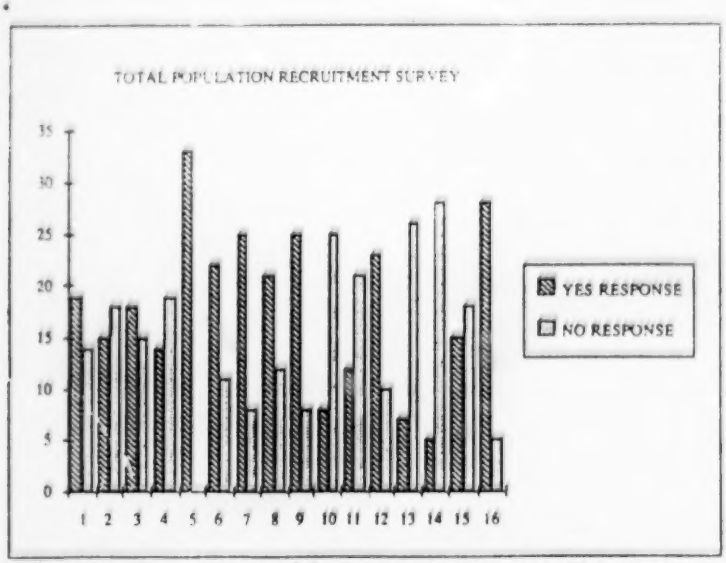

Figure 1. Overall Responses to Survey

In order to determine which techniques were most commonly used, Table I was developed. Each set of four questions had a possible 132 responses. The four sets of questions related directly to the four subproblems.

TABLE I

MOST COMMONLY USED TECHNIQUES

H.S. Pre-Registration	Campus Tours	Campus Pre-Registration	Mail Recruitment
66 Y - 66 N	101 Y - 31 N	68 Y - 64 N	59 Y - 73 N

The most popular practice of the four surveyed techniques was campus tours. Question five was used to ask if institutions hosted campus tours for individuals or small groups. It received a 100% positive response. The responses to question seven showed that most of the respondents had students conduct campus tours.

"Early bird" on campus pre-registration sessions were the second most popular recruiting techniques. Question ten was used to ask if these sessions were conducted on Saturdays - only eight answered yes to this question. Number eleven was used to ask if these sessions were conducted on week-day evenings - twelve respondents answered yes. Although the questionnaire was not designed to ask if these sessions were conducted during school hours, seven colleges indicated this on their surveys.

The highest number of responses indicating time pre-registration was conducted was question eleven: week-day evenings.

On site high school pre-registration was the third most frequently used technique. This category had an equal amount of "yes" and "no" responses. The final category relating to using correspondence as a recruitment tool was the least commonly practiced recruiting technique. Question number sixteen regarding follow-up correspondence received the second highest number of positive responses, second only to campus tours. However, the other questions in this section were not rated as highly. It appears as though most colleges use correspondence as a follow-up tool rather than an initiator of contact with students.

The respondents were divided into three categories: those whose enrollments of traditional students remained the same, those whose enrollments decreased, and those whose enrollments increased. Table II provides a question-by-question breakdown for each of these three categories.

TABLE II

RESULTS OF RECRUITMENT SURVEY GROUPED BY ENROLLMENT STATUS

Question Number	Remained Same 3		Enrollment Down 4		Enrollment Up 26	
	Yes	No	Yes	No	Yes	No
One	2	1	3	1	14	12
Two	1	2	3	1	11	15
Three	2	1	3	1	13	13
Four	2	1	1	3	11	15
Five	3	1	4	0	26	0
Six	1	2	1	3	20	6
Seven	2	1	2	2	21	5
Eight	2	1	3	1	16	10
Nine	3	0	4	0	18	8
Ten	1	2	0	4	7	19
Eleven	2	1	0	4	10	16
Twelve	3	0	4	0	16	10
Thirteen	0	3	1	3	6	20
Fourteen	0	3	1	3	4	22
Fifteen	1	2	3	1	11	15
Sixteen	3	0	1	3	24	2

A comparison of those whose enrollments decreased and those whose enrollment increased shows significant differences in all four categories. In the first section, on site high school pre-registration, the group whose enrollment increased allowed students to enroll during initial recruitment sessions more often than the group whose enrollment decreased.

In the campus tour section the main difference was that the faculty or staff personally conducted campus tours for the group whose enrollment increased more often than they did for the group whose enrollment decreased.

Although the group whose enrollment decreased conducted on campus pre-registration sessions, they were conducted during regular school hours. The group whose enrollment increased had their pre-registration sessions on Saturdays or week-day evenings.

Six of the colleges whose enrollments increased purchased listings containing students' names and test scores as compared to one in the group whose enrollment decreased. Four of the six who purchased listings reported that they had been successful in recruiting students from the list. Almost half of the group whose enrollments increased sent follow-up correspondence to students who had listed their institution on a Pell Grant Application. The group whose enrollment had decreased had only one yes response in this area.

The most significant difference between the increased and decreased enrollment groups occurred on question number sixteen. This question inquired about sending follow-up correspondence to students who had written them or toured their campuses. Twenty-two of the increased group responded yes to this question while only one of the decreased group did.

Figure 2 shows a question by question breakdown for the group whose enrollments were up..

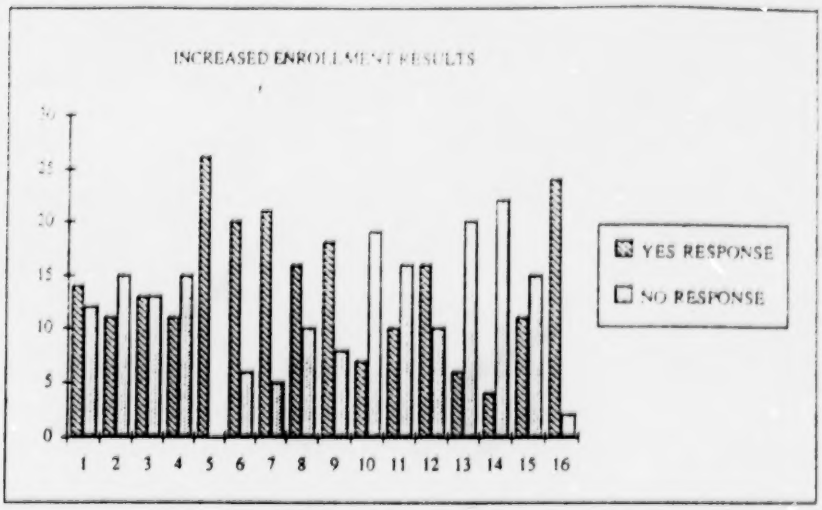

Figure 2 Total Responses for Increased Enrollment Group

An in-depth examination of the responses made by the group whose enrollment increased on a category by category basis was made. Responses to the first four questions are listed below.

1. Does your institution send representatives to high schools in your target area to do pre-enrollment in the spring?

2. Does your faculty participate in high school pre-registration sessions?

3. Have you talked with the high school counselors and administrators to see if they would be receptive to pre-enrollment taking place at their schools?

4. Can students enroll during an initial recruitment session?

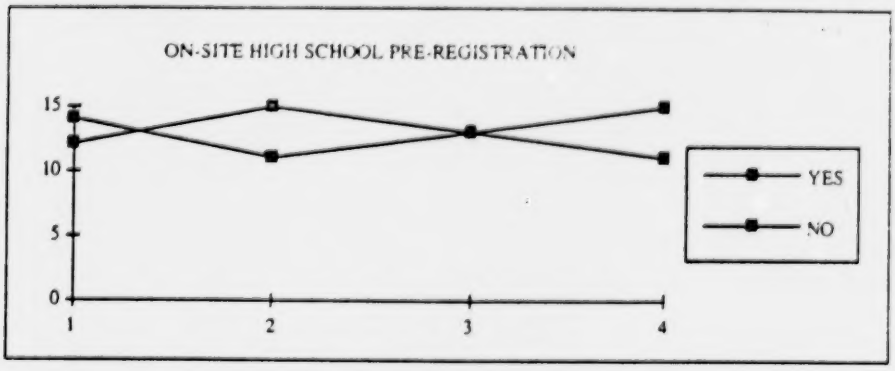

Figure 3 Increased Enrollment Responses

The answers to the questions in this category are almost evenly distributed.

Figure 4 shows the results of the four questions relating to the use of campus tours by the increased enrollment group.

5. Does your institution host individual campus tours for schools or small groups of traditional students?

6. Does your faculty/staff personally conduct campus tours?

7. Do your students conduct campus tours?

8. Can high school students enroll the same day they are touring?

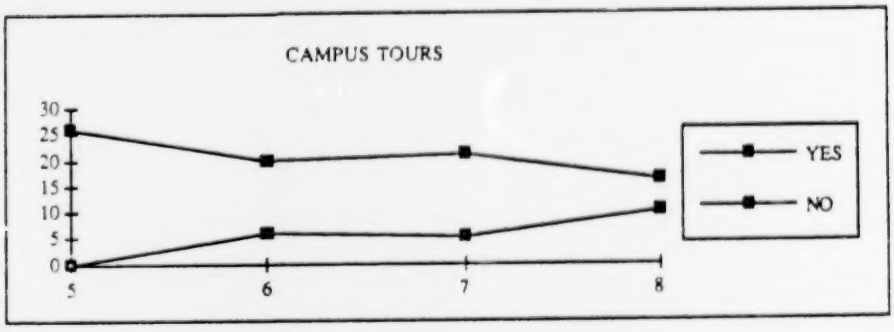

Figure 4 Increased Enrollment Responses

In the second category questions six and seven show mixed results. The responses show both groups conduct the tours. However, the data does not reveal how a decision is made regarding who will conduct the tours. Question eight showed that high school students could enroll more often on the same day they toured an institution.

Figure 5 shows the increased enrollment group's responses to the questions regarding "early bird" on campus pre-registration sessions.

9. Does your institution conduct "early bird" enrollment sessions for high school students during the spring?

10. Are these sessions conducted on Saturdays?

11. Are these sessions conducted on week-day evenings?

12. Will your faculty be present at "early bird" sessions for advising purposes?

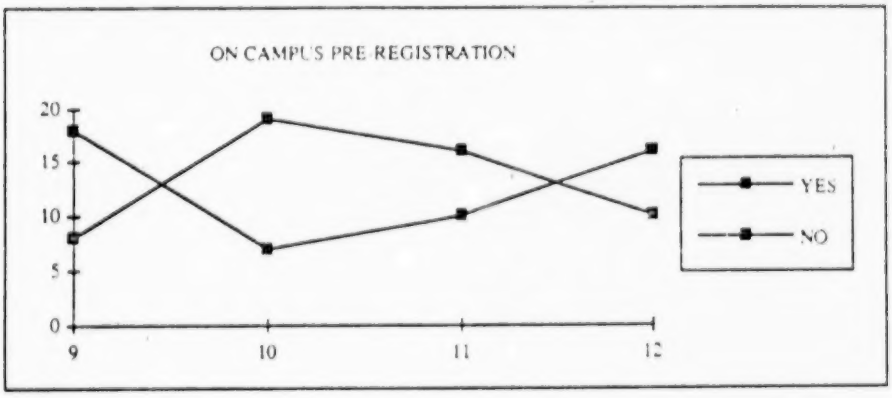

Figure 5 Increased Enrollment Group Responses

Respondents to Number nine showed that the majority in this group conducted "early-bird" pre-registration sessions. Questions ten and eleven ask when these sessions were conducted. The most popular time was week-day evenings. Seven respondents, from the total population, commented on their surveys that sessions were conducted during school hours at their institutions.

Figure 6 shows the increased enrollment group's response to questions relating to correspondence. Questions thirteen through sixteen are given below.

13. Do you purchase student names and test scores for recruiting purposes?

14. Have you been successful in recruiting students whose information has been received from a purchased listing?

15. Do you write to all students who have requested that their information be sent to your college on the Pell application?

16. Do you send follow-up correspondence to all students who have written to or toured your institution?

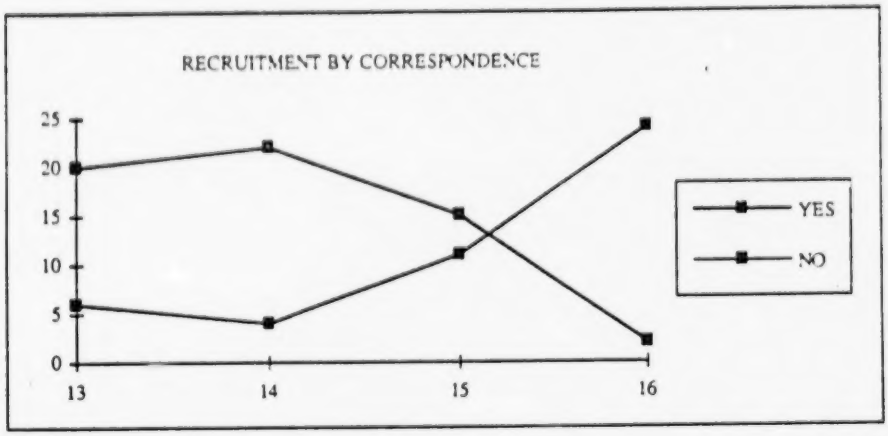

Figure 6 - Increased Enrollment Group Responses

Questions thirteen and fourteen did not ask if correspondence was the means used to make contact with the students. This was an oversight in the questionnaire design. Question sixteen received more "yes" responses than any other in this category. Therefore, it appears as though correspondence is used primarily as a follow-up tool for this group also.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This research was conducted in an attempt to discover whether or not practicing the following four recruitment techniques would increase enrollment of traditional students: 1) on site high school pre-registration sessions, 2) campus tours, 3) "early bird" on campus pre-registration sessions, and 4) using mail as a recruitment tool.

The review of the literature indicated an increasing number of community colleges throughout the country are developing marketing plans and implementing the aforementioned recruiting techniques. Because of the decreased birth rate in America, all higher education institutions will be conducting more aggressive recruitment campaigns in the future.

Students attending community colleges have traditionally come from the middle or bottom-half of their high school class. Underprepared students dropout more frequently than their four-year counterparts.

Traditional students are more likely to be enrolled in college full-time than non-traditional students. Therefore, traditional student enrollment needs to be increased.

The literature also indicated that the community college could expect to see an enrollment increase in the Tech-prep and liberal arts majors in the future. In order to recruit and retain full-time, college ready students, community colleges need to increase their recruitment efforts in the high schools.

Originally, this study focused on recruitment of academically and athletically talented high school students. However, the data gathered did not reflect information about academic or athletic abilities. The research did reveal useful data relating to methods used in Kansas and Oklahoma to recruit traditional high school students.

This research suggests:

1. Two-year colleges in Kansas and Oklahoma are aggressively recruiting traditional students;

2. The institutions responding to the survey used in this research were practicing the four techniques named on the questionnaire:

   a: on site high school pre-registration sessions
   b: campus tours
   c: "early bird" on campus pre-registration sessions
   d: purchased listings and mass mailouts

Conclusion

Increased enrollment of traditional students is vital to the survival of the community college. Recent marketing studies have focused on improving the lines of communication between parents/students and educators at the secondary and post-secondary levels.

The questionnaire elicited responses about the usage of the on-site high school pre-registration sessions, campus tours, "early bird" on-campus pre-registration sessions, and correspondence as recruitment tools.

All of the groups conducted on-site high school pre-registration, but the increased enrollment group allowed students to register during initial recruitment sessions more often than the other groups. The most popular practice was the campus tour. The group whose enrollment increased involved faculty/staff in this process more than the group whose enrollment decreased. The group whose enrollment increased held "early bird" on-campus pre-registration sessions most frequently on week-day evenings. Only the increased enrollment group purchased databases of students names and test scores. Sixty-seven percent of those who purchased listings were successful in recruiting students named in the listing. Finally, the group whose enrollment increased used correspondence as a follow-up tool more other than the others.

Recommendations

Additional research targeting a larger population needs to be conducted. The questionnaire needs to be designed to ask about entering GPAs and test scores to ascertain whether or not these recruiting techniques are increasing the quality of the students enrolling. Finally, the questions need to be designed to ask when the practices were implemented and gather more statistical data for analysis.

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APPENDICES

1443 HWY 9 West
Seminole, Oklahoma 74868
February 18, 1994

FIELD(name)
FIELD(address)
FIELD(institution)
FIELD(city, state)

Dear **FIELD**(firstname):

Recruiting academically and athletically talented high school students is becoming an increasingly competitive venture for two-year colleges. Therefore, I am conducting a study of the recruitment and pre-enrollment options of two-year institutions in Kansas and Oklahoma in an attempt to learn the most successful strategies.

The results of this study will be shared with all respondents who complete the enclosed survey. Please take a few moments from your busy schedule to complete this questionnaire and return it in the envelope provided.

The institutions will not be listed by name in the conclusion report I will mail out; statistical data only will be listed. However, an interpretation of the data will be provided.

Please return the survey with the answers blank if you do not wish to participate. This will help me to keep track of responses. It is my hope that we can work together to learn how two-year schools can better compete with four-year institutions' recruitment of traditional students.

Sincerely yours,

Lois M. Holmes, Graduate Student
Pittsburg State University

Enclosures

PRE-ENROLLMENT — ADMISSIONS SURVEY INSTRUMENT

Academically and athletically talented high school graduates are increasingly entering four-year colleges and universities upon graduation. This study will attempt to analyze the enrollment and recruitment techniques of community/junior colleges in Kansas and Oklahoma with regard to increasing or decreasing enrollment of traditional students due to 1) on site high school pre-registration sessions, 2) campus tours, 3) "early bird" on campus pre-registration, and 4) recruitment techniques. Please take a moment to read the following questions and check the "yes", "no", or "don't know" boxes which would indicate your institution's procedures.

	YES	NO	DON'T KNOW
1. Does your institution send representatives to high schools in your target area to do pre-enrollment in the spring?			
2. Does your faculty participate in high school pre-registration sessions?			
3. Have you talked with the high school counselors and administrators to see if they would be receptive to pre-enrollment taking place at their schools?			
4. Can students enroll during an initial recruitment session?			
5. Does your institution host individual campus tours for schools or small groups of traditional students?			
6. Does your faculty/staff personally conduct campus tours?			
7. Do your students conduct campus tours?			
8. Can high school students enroll for classes the same day they are touring?			
9. Does your institution conduct "early-bird" enrollment sessions for high school students during the spring?			
10. Are these sessions conducted on Saturdays?			
11. Are these sessions conducted on week-day evenings?			
12. Will your faculty be present at early-bird sessions for advising purposes?			
13. Do you purchase student names and test scores for recruiting purposes?			
14. Have you been successful in recruiting students whose information has been received from a purchased listing?			
15. Do you write to all students who have requested that their information be sent to your college on the Pell application?			
16. Do you send follow-up correspondence to all students who have written or toured your institution?			
17. Was your enrollment of traditional students up from the previous year?			
18. Was your enrollment of traditional students down from the previous year?			

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PARTICIPANTS AND ENROLLMENT FIGURES

KANSAS SCHOOLS	94 ENROLLMENT	92 ENROLLMENT
1. Allen County	1,717	1,450
2. Barton County	6,516	5,001
3. The Brown Mackie College	700	749
4. Butler County	7,109	4,793
5. Cloud County	3,720	3,018
6. Coffeyville Community	1,838	2,015
7. Colby Community	2,045	2,155
8. Dodge City Community	3,129	2,500
9. Fort Scott Community	1,815	1,766
10. Garden City Community	2,216	2,221
11. Haskell Indian College	843	841
12. Highland Community College	2,160	1,744
13. Independence Community	1,476	1,539
14. Johnson County Com. Col.	15,492	13,744
15. Kansas City Kansas Com.	6,258	5,650
16. Labette Community College	4,100	4,500
17. Neosho Community College	1,982	1,380
18. Pratt Community College	1,422	1,218
19. Seward County Community Col.	1,537	1,979
OKLAHOMA SCHOOLS		
20. Bacone College	686	616
21. Carl Albert	2,075	1,812
22. Murray State	1,667	1,472
23. Northeastern A & M	3,527	2,554
24. Northern Oklahoma College	2,212	2,047
25. Oklahoma City Community Col.	10,875	8,364
26. Redlands Community College	1,908	1,485
27. Rogers State	3,922	3,747
28. Rose State	9,939	9,919
29. Saint Gregory's College	345	324
30. Seminole Junior College	1,716	1,561
31. Tulsa Junior College	22,056	19,763
32. Western Oklahoma State Col.	1,800	1,847
33. Eastern Oklahoma State Col.	2,454	2,623